



Centerville Elementary

1529 Whitehall Road

Anderson, South Carolina

| | | |
|-----------------------|--------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 653 Students | |
| Principal | Kory Roberts | 864-260-5100 |
| Superintendent | Betty T. Bagley | 864-260-5000 |
| Board Chair | Dr. William Mack Burriss | 864-224-6384 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2009 | Good | Good |
| 2008 | Good | Below Average |
| 2007 | Good | At-Risk |
| 2006 | Good | At-Risk |
| 2005 | Excellent | Excellent |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

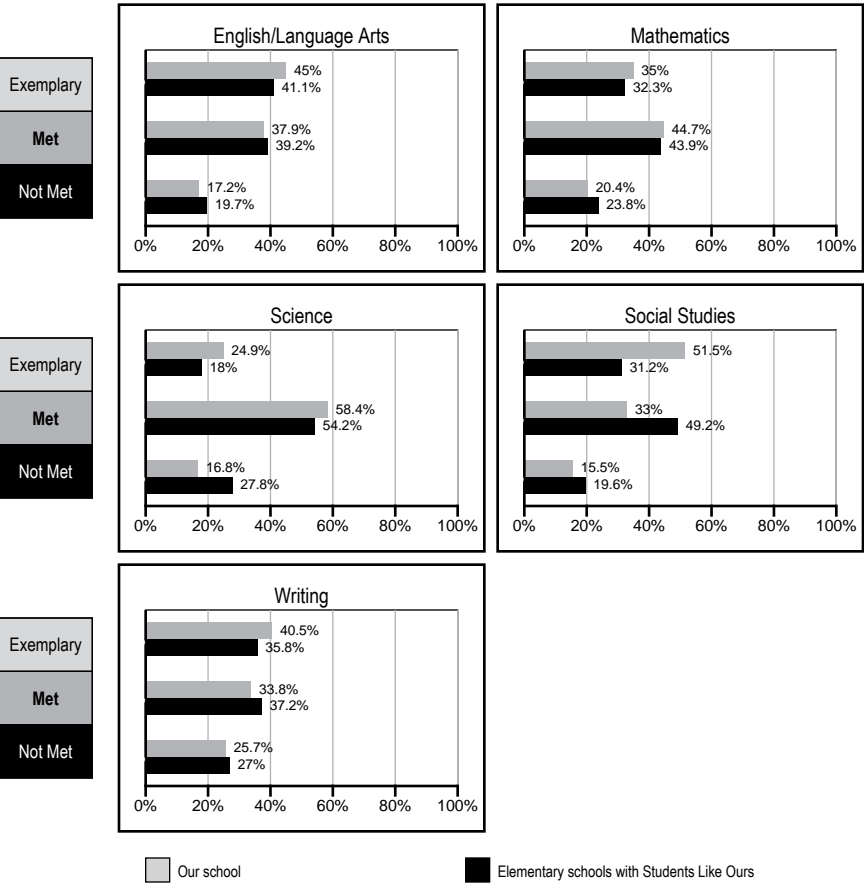
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 11 | 29 | 50 | 1 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=653) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.9% | Down from 2.2% | 1.9% | 1.9% |
| Attendance rate | 96.2% | Up from 95.4% | 96.2% | 96.3% |
| Eligible for gifted and talented | 11.6% | Up from 11.2% | 12.0% | 10.0% |
| With disabilities other than speech | 7.1% | Down from 8.1% | 7.9% | 7.7% |
| Older than usual for grade | 0.7% | Up from 0.4% | 0.4% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=47) | | | | |
| Teachers with advanced degrees | 51.1% | Down from 52.2% | 58.6% | 59.4% |
| Continuing contract teachers | 89.4% | Up from 84.8% | 83.3% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 91.3% | Up from 89.9% | 88.0% | 85.9% |
| Teacher attendance rate | 95.5% | Up from 93.6% | 95.3% | 95.1% |
| Average teacher salary* | \$48,403 | Up 7.0% | \$46,824 | \$47,149 |
| Professional development days/teacher | 7.8 days | Up from 6.6 days | 11.8 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.5 to 1 | Down from 19.7 to 1 | 19.1 to 1 | 18.8 to 1 |
| Prime instructional time | 91.2% | Up from 88.1% | 90.5% | 90.4% |
| Opportunities in the arts | Good | Down from Excellent | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.9% | Up from 99.8% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,317 | Down 1.2% | \$6,996 | \$7,458 |
| Percent of expenditures for instruction** | 71.8% | Up from 70.8% | 69.5% | 68.8% |
| Percent of expenditures for teacher salaries** | 70.5% | Up from 69.0% | 64.5% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The Centerville administration, faculty, and staff have established a reputation as being an innovative school that is not afraid to think “outside the box” in order to meet the unique needs of all students. By researching and studying assessment data, teachers and administrators collaborate and plan instructional programs that will enhance student achievement in all areas of the curriculum.

Our school improvement plan addresses the needs of individual students and targets specific subgroups. For the past three years, due to our success with innovative practices and improved test scores, Centerville has been recognized for scoring an Absolute Rating of Good on the State Report Card, closing the achievement gap, and meeting Adequate Yearly Progress (AYP) for two consecutive years. Additionally, we are proud to be a Flagship School of Promise, Palmetto Gold Award Recipient, and a Red Carpet School.

Centerville Elementary was nationally recognized in 2005-2006 as a Blue Ribbon Lighthouse School of Excellence. These schools serve as a beacon of exemplary achievements and contributions to ensure successful educational experiences for all children.

Students at Centerville have the opportunity to participate in meaningful activities that reinforce learning standards and promote strong leadership skills. Some of these activities include Math Olympiads, Lego Robotics, Running Club, Cool Cat Chorus, Martin Luther King, Jr. art competition, Centerville Elementary News, and Lunch Bunch Book Clubs.

Centerville is very fortunate to have a supportive PTO that works diligently to foster a closer relationship between the home and the school. Many parents spend hours giving of their time, energy, and resources to help Centerville achieve in all areas. Additionally, we are proud of our relationship with the businesses that partner with us in our efforts to produce quality educated students. Our business partners are Papa John’s Pizza, Chili’s, Fatz, C. Dan Joyner and Associates, Wachovia Bank, Milliken Company, Kuk Sool Won of the Upstate, McDonald’s, and Sonic Drive-In.

The administration, faculty and staff at Centerville, along with our PTO and business partners, work extremely hard to support each other as we strive to put every child in the winner’s circle.

Kory Roberts, Principal Tara Burnette, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 51 | 115 | 77 |
| Percent satisfied with learning environment | 100.0% | 92.0% | 80.0% |
| Percent satisfied with social and physical environment | 100.0% | 89.6% | 88.0% |
| Percent satisfied with school-home relations | 94.1% | 94.8% | 74.7% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 1.6% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0% | 5.8% |

| | | | |
|---|------------|-----------------|---------------------|
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.2% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 330 | 100 | 17.2 | 37.9 | 45 | 90.9 | 88.1 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 179 | 100 | 16.9 | 41 | 42.2 | 92.2 | 84.9 | 79.3 | N/A | N/A |
| Female | 151 | 100 | 17.5 | 34.3 | 48.3 | 89.5 | 91.4 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 210 | 100 | 10.3 | 39.2 | 50.5 | 95.6 | 92.9 | 89.5 | Yes | Yes |
| African American | 104 | 100 | 32.6 | 35.9 | 31.5 | 80.4 | 80.4 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 91.4 | 92.3 | I/S | I/S |
| Hispanic | 13 | 100 | N/AV | N/AV | N/AV | 100 | 88.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 55.6 | 41.7 | 2.8 | 58.3 | 57 | 52 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 18.2 | 36.4 | 45.5 | 90.9 | 83.5 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 181 | 100 | 27.8 | 40.1 | 32.1 | 84.6 | 81.6 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 330 | 100 | 20.4 | 44.7 | 35 | 87.4 | 84.4 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 179 | 100 | 18.7 | 47 | 34.3 | 88 | 82.7 | 77 | N/A | N/A |
| Female | 151 | 100 | 22.4 | 42 | 35.7 | 86.7 | 86.2 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 210 | 100 | 16.7 | 41.7 | 41.7 | 90.7 | 90.7 | 87.2 | Yes | Yes |
| African American | 104 | 100 | 30.4 | 51.1 | 18.5 | 79.3 | 73.2 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 98.8 | 93 | I/S | I/S |
| Hispanic | 13 | 100 | N/AV | N/AV | N/AV | 100 | 91.6 | 76 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 66.7 | 25 | 8.3 | 50 | 50.6 | 45.5 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 18.2 | 54.5 | 27.3 | 90.9 | 87.9 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 181 | 100 | 32.1 | 46.3 | 21.6 | 80.2 | 76.2 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 214 | 100 | 16.8 | 58.4 | 24.9 | 83.2 | 80.8 | 67.5 |
| Gender | | | | | | | | |
| Male | 118 | 100 | 18.5 | 51.9 | 29.6 | 81.5 | 79.8 | 67 |
| Female | 96 | 100 | 14.6 | 66.3 | 19.1 | 85.4 | 81.8 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 146 | 100 | 10.7 | 60 | 29.3 | 89.3 | 89.3 | 79.5 |
| African American | 61 | 100 | 34.6 | 51.9 | 13.5 | 65.4 | 66.2 | 50.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88.7 | 84.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 84.7 | 60.7 |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 33 | 100 | 53.6 | 35.7 | 10.7 | 46.4 | 44.6 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 82 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 119 | 100 | 27.2 | 57.3 | 15.5 | 72.8 | 71.3 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 215 | 100 | 15.5 | 33 | 51.5 | 84.5 | 84.5 | 72.3 |
| Gender | | | | | | | | |
| Male | 113 | 100 | 9.8 | 32.4 | 57.8 | 90.2 | 83.1 | 71.5 |
| Female | 102 | 100 | 21.4 | 33.7 | 44.9 | 78.6 | 86 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 133 | 100 | 13.1 | 27.7 | 59.2 | 86.9 | 89.9 | 80.7 |
| African American | 72 | 100 | 21 | 45.2 | 33.9 | 79 | 75.3 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 88.5 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 88.9 | 68 |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 22 | 100 | 57.9 | 15.8 | 26.3 | 42.1 | 56.4 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 85.7 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 118 | 100 | 25 | 38.5 | 36.5 | 75 | 76.3 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 322 | 100 | 25.7 | 33.8 | 40.5 | 74.3 | 75.7 | 70.2 | 96.2 | 96 |
| Gender | | | | | | | | | | |
| Male | 173 | 100 | 29.9 | 32.3 | 37.7 | 70.1 | 68.6 | 63.2 | 96.1 | 95.8 |
| Female | 149 | 100 | 20.8 | 35.4 | 43.8 | 79.2 | 83 | 77.5 | 96.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 209 | 100 | 23.4 | 31.2 | 45.4 | 76.6 | 82.8 | 79.1 | 96 | 95.8 |
| African American | 100 | 100 | 32.3 | 39.8 | 28 | 67.7 | 64.3 | 57.6 | 96.3 | 96.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 86.6 | 86.2 | 97.4 | 97.2 |
| Hispanic | 11 | 100 | 9.1 | 27.3 | 63.6 | 90.9 | 71.1 | 62.6 | 97.2 | 96.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | 99.9 | 99.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 57.9 | 34.2 | 7.9 | 42.1 | 30.6 | 26.1 | 94.9 | 94.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 98.9 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 9.1 | 54.5 | 36.4 | 90.9 | 68.5 | 61.2 | 97.2 | 96.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 174 | 100 | 37.4 | 37.4 | 25.2 | 62.6 | 63.7 | 58.9 | 95.4 | 95.3 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 112 | 100 | 17.8 | 28 | 54.2 | 82.2 |
| | 4 | 99 | 100 | 21.6 | 46.6 | 31.8 | 78.4 |
| | 5 | 119 | 100 | 13.2 | 40.4 | 46.5 | 86.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 112 | 100 | 19.6 | 40.2 | 40.2 | 80.4 |
| | 4 | 99 | 100 | 17 | 48.9 | 34.1 | 83 |
| | 5 | 119 | 100 | 23.7 | 45.6 | 30.7 | 76.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 56 | 100 | 24.5 | 41.5 | 34 | 75.5 |
| | 4 | 99 | 100 | 13.6 | 64.8 | 21.6 | 86.4 |
| | 5 | 59 | 100 | 14.3 | 64.3 | 21.4 | 85.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 56 | 100 | 16.7 | 24.1 | 59.3 | 83.3 |
| | 4 | 99 | 100 | 14.8 | 40.9 | 44.3 | 85.2 |
| | 5 | 60 | 100 | 15.5 | 29.3 | 55.2 | 84.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 111 | 100 | 24.8 | 26.6 | 48.6 | 75.2 |
| | 4 | 95 | 100 | 34.1 | 35.2 | 30.7 | 65.9 |
| | 5 | 116 | 100 | 20.2 | 39.5 | 40.4 | 79.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample